2016 Annual Performance Report

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SAN JOSE STATE UNIVERSITY RESEARCH FOUNDATION
Grantee Name

210 FOURTH ST 4TH FL, SAN JOSE, CA 95112
Grantee Address

P031A140081   122755
PR Award Number   Unit (NCES) ID

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Title III - Part A - Strengthening Institutions
Department of Education Grant Program

Project Succeed: Strengthening Institutions.
Project Title

4-year Public   Year 2
Type and Control of Institution   Grant Year

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Section 1: Executive Summary

1. The impact of the grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

    Goal 1. Strengthen SJSU's core academic performance in two key areas: retention and graduation.

    In 2016 SJSU had data to support progress in Goal #1. Specifically, for those students who were in blocked classes, the retention after 1 year went up 3.9 %. The colleges that had the block scheduled classes were Business and Engineering. Also, we block scheduled all freshmen in the Department of Child and Adolescent Development (CHAD).
    The evaluators for Project Succeed have reviewed the activities funded by the grant and have come to the following conclusion: The Project Succeed components show promise for supporting retention in college. This is most impactful when students participate in all aspects of the intervention, including blocked classes, peer mentoring, and themed housing. When students participate in this full suite of intervention activities, results suggest that students are approximately 3 times more likely to be retained in college. There is also some evidence that the Succeed intervention is most effective for some student subgroups, specifically, females and non-STEM students.

    Goal 2. Providing an academically supportive environment for underrepresented students.

    To help build toward this goal, SJSU implemented a new program that gave students in classes across the campus more peer support. The number of Peer Mentors increased to 49. These 49 students are being used in various way to help create an academically supportive environment. Some are tutors, some are mentors and some are being used as supplemental instruction leaders. In the area of housing we have what are called Living Learning Communities (LLCs): There are six LLCs
    Arts Village -Members of the Arts Village are dedicated to living in a community that fosters creativity and imagination.
    Global Village -This community is geared toward students with a specific interest in social justice, global issues, and sustainability.
    Black Scholars Community -The Black Scholars Community is an open community designed to provide leadership, guidance, mentorship, community, and a space for those who are a part of, or in support of, the Black Community at San Jose State University (SJSU).
    Rainbow Village - This community provides a friendly atmosphere for students who identify as LGBTIA (Lesbian, Gay, Bisexual, Transgender, Intersex, and/or Ally) to live and interact.
    BUILD -Business Innovation and Leadership Development allows students to transition to university life through a learning community that involves them in engaging leadership activities and interactive programs, provides access to business related resources and networking opportunities throughout their time here at SJSU and beyond.
    CELL -The Community for Engineering Living and Learning is a residential experience program that makes building a support network easier for students studying Engineering. In the Spring of 2016, we recruited and hired nine faculty members to serve as Faculty In Residence (FIR) who live in the residence halls and serve as a mentor to residents.   The FIR program has strengthened the connection between faculty and students, enhanced the programming quality and breath, and established strong relationships as they interact within the residence halls.   The faculty were assigned to each of the four residential areas, with six members linked to each of the LLCs.

    Goal 3. Improve delivery and integration of academic and co-curricular support services for students to enhance student success and improve retention and graduation rates.

    Our progress towards this goal is evident in the creation of a Project Succeed office. The office is a one stop shop where interested members of our campus community can find resources on what is going on in Project Succeed, how they could get involved in Project Succeed, resources to help the underrepresented students and almost anything else they may need. Another facet of Project Succeed is the growth of the Faculty/Staff Mentor Program. In the past semester, Fall 2016 pilot semester 2.0, we focused on collaboration, coordination and integration with other Project Succeed projects.   We recruited mentees in the Block Scheduled Courses: Mexican American Studies 10A and Communication Studies 20 for a total of five classroom presentations.   We also met with the Theme Community Residence Hall Advisors. This presentation yielded an invitation to conduct an orientation with 6o student residents at the beginning of the spring semester.   A most exciting develop is our new office space in Peer Connections; our mentor intern, is attending Peer Mentor Staff meetings, holding office hours and available to coach students on developing their profiles and selecting a mentor

2. How has the grant helped to carry out the mission of the institution?

    The SJSU mission is as follows: To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.
    In accordance with our mission, Project Succeed: Strengthening Institutions compliments the mission goals in all three aspects. By improving student experiences and implementing best practices through the grant, we are enriching the lives of our students. By improving our programs through the Faculty/Staff Mentor Program and the FYE experience and by

expanding and enhancing our Living Learning Communities, we are improving and increasing the knowledge we transmit to our students and by providing them with a supportive living environment.

By providing them with both peer and faculty mentors, we are teaching them the skills they'll need to apply in the workforce once graduated. Through exploring best practices and providing our faculty with the means to attend conferences – three in 2015, two in 2016.   We are expanding and improving our knowledge base so that we may pass it on to future students and continue to turn out well prepared students able to handle what the new millennia has to offer.

Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant.   Include, if applicable, your institution's plans to meet these challenges.

There are challenges related to developing an FYE program that would fit into our maximum limit of 120 units at SJSU. This development happened after our grant proposal was submitted and it has made the development of an FYE program difficult.

In January 2013, the California State University Board of Trustees mandated that, unless excepted, undergraduate degree programs, including engineering degrees, be limited to 120 units. Title 5 of the California Education Code states that "[a]s of the fall term of the 2014-2015 academic year, no baccalaureate degree programs shall extend the unit requirement beyond 120 semester units" This mandate and short timeline for implementation necessitated swift action for proposals to be submitted and approved via campus curriculum committees and appropriate governing boards by April 2013. Many programs looked towards "double-counting," essentially the practice of meeting multiple General Education (GE) requirements within a single course or within major courses.

Discussions of reduction in units to earn a baccalaureate degree have occurred within the California State University (CSU) system since the 1990s. Much progress was made to reduce programs in the late 1990s and early 2000s. By 2008, approximately 81% of degree programs met the 120-unit limit. With the financial crisis that struck the country in 2008, efforts to manage the fiscal crisis replaced those to reduce the curriculum of the approximately 19% of degrees that remained above the 120-unit limit within the 23 campus system. In Fall 2014, all undergraduate programs at San Jose State University (SJSU) were restricted to 120 units.

This 120 unit limit works against SJSU's goal of a strong FYE (First Year Experience) program. The PI hosted a discussion session in September 2016 that had attendance from all across the campus. During this discussion, various approaches to FYE were considered. At this session, plans were made for creating various task forces to look into four different approaches to an FYE: 1 unit FYE course, 2 unit FYE course, Housing Program FYE, and an unit less online orientation/orientation plus FYE program.   The major concern across each approach was how to fit an FYE program into the graduation goals of the grant and the unit required at SJSU.

How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?

I would like to add incentives for students as an allowable activity including food for student training and meetings. Many of our students are low income and a small incentive like food would be an incentive to them

Recognizing that one program can't meet all the needs of all the applicants to the program; at SJSU we believe that what we would suggest would help a majority of the applying institutions. The application that was written is targeted to underrepresented minorities at SJSU. A large percentage of those same students also have other similarities outside of being underrepresented. Many of the students are low income and generally take a heavy course and work at the same time. Food pantries have popped up across the campus in the last few years as the awareness of the number of students who have food insecurities has increased. Being able to provide academic support and nourishment to the population targeted by our grant would help to further the goals of the funding. There are several activities tied to the grant where participating students are giving several hours of their time to benefit the campus community of SJSU, and those same students are having to forsake opportunities to eat. We all recognize that food is a boon to any college activity, and can help increase participation from various population across the campus. Some of the events that we have hosted to benefit the students have dwindling attendance as the hours pass. If there was a way to have even a small percentage of the grant allow some funding to pay for food for the students. Even if USED limits what can be bought, how often during a fiscal year and maybe even have a minimum number of students in attendance there is no downside to this proposal.

 "Food insecurity can have a serious negative impact on student success—academic, behavioral, and social. While more research is needed to adequately understand the full scale of food insecurity among college students in the United States, it is clear that it is an issue that requires attention. Campus administration should be working to assess the number of students who are experiencing food insecurity and developing responses to meet student need. In doing so, there is potential to be both proactive and reactive to student food insecurity, working to fill gaps in the safety net for students, and providing greater opportunity for students to be successful."[1]

Something else that we at SJSU have noticed is that advising is mentioned once. Whereas there are other terms tied to strengthening institutions that are repeated again and again in the regulations, guidelines and other parts of the program page. Underrepresented minorities are one of the larger populations with longest time in college towards a degree and also in

the declining numbers of college completion.   If there were targeted funds that encourage more focus on academic advising for the underrepresented minorities everyone would benefit- the students, the faculty and the institutions.

1. Food Insecurity as a Student Issue, Journal of College & Character, VOLUME 15, No. 4, November 2014, Clare L. Cady, Oregon State University

Section 2: Accreditation

Institution's primary accrediting agency.

  X   Western Association of Schools and Colleges

Section 3: Activities, Focus Areas, and Outcomes

Total Expenditures during the Reporting Period

Total federal dollars spent on your Title III/V grant: $302,688.19

Total federal dollars spent on Title III/V project management and evaluation: $164,759.22

Total remaining federal dollars spent on your Title III/V activities (Line 1 - Line 2): $137,928.97

Total number of activities: 5

Grant Activities and Outcomes

Grant activity:
Trained new Peer Mentors to help in classes across the campus

Total Spent: $50,596.14

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	$50,596.14	100

Process Measures

LAA Category: *Tutoring, counseling, and student service programs designed to improve academic success.*

Did the number of tutors increase?	Yes

If yes:
    Start #   0
    End #   50
    Application Objective 2,3	

Did the quality of tutors increase?	Yes
Did access to tutors increase?	Yes

Grant activity:
Trained faculty and staff in new ways to interact with students in the classroom

Total Spent: $66,724.16

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	$66,724.16	100

Process Measures

LAA Category: *Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.*

Did the number of faculty developing new teaching techniques increase?	Yes

If yes:
    Start # of faculty   0
    End # of faculty   15
    Application Objective 2,3	

Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?	Yes

If yes:
    Start # of faculty   0
    End # of faculty   42
    Application Objective 2	

Grant activity:
Created a Project Succeed office and resource center. Strengthened oversight for Peer Mentors.

Total Spent: $3,068.67

Focus Area: Institutional Management

Legislative Allowable Activities	Dollars Spent	% of Dollars
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	$3,068.67	100

Process Measures

LAA Category: *Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.*

Did the number of FTEs hired for improvement of administrative management systems increase?	Yes
If yes: 　　Start FTE __0__ 　　End FTE __1__ 　　Application Objective __3__	
Were relevant staff trained in how to use new administrative management systems?	Yes
If yes: 　　Start # trained staff __0__ 　　End # trained staff __1__ 　　Application Objective __3__	

Grant activity:
Purchase of software licenses for improving the Faculty/Staff mentor program and student success

Total Spent: $17,540.00

Focus Area: Institutional Management

Legislative Allowable Activities	Dollars Spent	% of Dollars
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	$17,540.00	100

Process Measures

LAA Category: *Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.*

Other Did the quality of the software tools increase	Yes

If yes:
     Start # _0_
     End # _1_
     Application Objective _2_	

Other Software purchased that aids faculty and staff in furthering the goals of the grant	Yes

If yes:
     Start # _0_
     End # _2_
     Application Objective _2_	

Focus Area: Academic Quality Outcomes

This section depicts institutional outcomes that can be categorized in this focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

Have the institution's educational technology infrastructure improved?	Yes

If yes:
    Initial   Fair
    Final   Good
    Goal   Good

Other, please specify: Development of supportive living spaces for under-represented minorities	Yes

If yes:
    Initial #   3
    Final #   6
    Goal   5

I would like to provide a brief supporting statement: University Housing Services Living Learning Communities

There are currently six Living Learning Communities (LLCs) located within our first year residential areas and they are listed below.   We are continuing to assess our current LLCs and our ability to add new LLCs within our residence halls such as a First Generation community.
1-Arts Village -Members of the Arts Village are dedicated to living in a community that fosters creativity and imagination.
2-Global Village -This community is geared toward students with a specific interest in social justice, global issues, and sustainability.
3-Black Scholars Community -The Black Scholars Community is an open community designed to provide leadership, guidance, mentorship, community, and a space for those who are a part of, or in support of, the Black Community at San Jose State University (SJSU).
4-Rainbow Village -This community provides a friendly atmosphere for students who identify as LGBTIA (Lesbian, Gay, Bisexual, Transgender, Intersex, and/or Ally) to live and interact.
5-BUILD -Business Innovation and Leadership Development allows students to transition to university life through a learning community that involves them in engaging leadership activities and interactive programs, provides access to business related resources and networking opportunities throughout their time here at SJSU and beyond.
6-CELL -The Community for Engineering Living and Learning is a residential experience program that makes building a support network easier for students studying Engineering.

Due to the success of block scheduling from Fall 2015, we block scheduled the BUILD and CELL LLCs for a second year and added a third LLC, Arts Village, in the Fall 2016.
Students have reported benefiting from being in classes together as they build relationships with their peers. In the summer and fall of 2015, we worked with Hyon Chu Yi Baker, Mosaic Director, to form a Community Council of fifteen faculty, staff, students, and administrators to support and mentor students in the Black Scholars Community. This fall, we have been working with Bonnie Sugiyama, Director of the Pride Center and Gender Equity Center, to form a new Community Council for the Rainbow Village and are talking with the College of Business as well.
In the Spring of 2016, SJSU recruited and hired nine faculty members to serve as Faculty In Residence (FIR) who live in the residence halls and serve as a mentor to residents. This effort was in addition to the Project Succeed activities. The FIR program has strengthened the connection between faculty and students, enhanced the programming quality and breath, and established strong relationships as they interact within the residence halls. The faculty were assigned to each of the four residential areas, with six members linked to each of the LLCs.

Focus Area: Student Support Services Outcomes

This section depicts institutional outcomes that can be categorized in this focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

Has the institution's retention rate improved?	Yes

Cohort: Freshman Fall 2015- Fall 2016
If yes:
    Initial rate   86.1
    Final rate   86.8
    Goal 1	

Has the retention rate of students who participated in other student services programs increased?	Yes

Cohort: Fall 2015 block scheduled freshmen compared to all SJSU Fall 2014 freshmen
If yes:
    Initial rate   86.1
    Final rate   89.3
    Goal   1
I would like to provide a brief supporting statement: For Fall 2015, newly matriculated freshmen in the College of Business, the College of Engineering, and the Department of Child and Adolescent Development (CHAD) were assigned schedules that included at least 2 shared classes with other students in their declared majors. Those students and several additional groups were also assigned Peer Mentors, some students participated in Living Learning Communities, and some received all 3 treatments The retention rate from after one year went up 3.9 % for those students in blocked classes as compared to the non-blocked freshmen at SJSU.
 	
For students in the College of Business, the one-year retention rate for Fall 2015 freshmen was 88% compared to 87.4% for Fall 2014 freshmen. For students in the College of Engineering, the one-year retention rate for Fall 2015 freshmen was 90% compared to 87.5% for Fall 2014 freshmen.For CHAD students, the one-year retention rate for Fall 2015 freshmen was 90.3% compared to 81.4% for Fall 2014 freshmen.	

Focus Area: Institutional Management Outcomes

This section depicts institutional outcomes that can be categorized in this focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

Other, please specify: By Fall 2017, we will coordinate our student success programs & provide a one-stop shop about student success programs to students, advisors, and faculty	Yes

If yes:
    Initial # _0_
    Final # _1_
    Goal _1_
I would like to provide a brief supporting statement: SJSU Project Succeed allocated a new office where the Grant Program Coordinator is located. Also, in that same space, a resource library is being curated to benefit students, faculty and staff.	

Other, please specify: By Fall 2019, we will implement block scheduling for all incoming URM frosh.	Yes

If yes:
    Initial # _86.1_
    Final # _89.3_
    Goal _2.5_
I would like to provide a brief supporting statement: Overall, for SJSU Fall 2014 freshmen, the one-year retention rate was 86.1%; the one-year retention rate for Fall 2015 freshmen who were in the blocked group was 89.3%.
For Fall 2015 newly matriculated freshmen in the College of Business, the College of Engineering, and the Department of Child and Adolescent Development (CHAD) were assigned schedules that included at least 2 shared classes with other students in their declared majors. Those students and several additional groups were also assigned Peer Mentors, some students participated in Living Learning Communities, and some received all 3 treatments.
Reporting the most basic descriptive statistics, and using a simple one-tailed, 2 sample t-test, there are significant differences between the groups of students who were in the blocked schedules and those who were not.
For the blocked freshmen in Fall 2015 (total number of students=1272), the one-year retention rate was 89.3%. For the unblocked freshmen in Fall 2015, the one-year retention rate was 85.4% (total number of students=2198). This change was significant (p<.001).	

Section 4: Project Status

Below is a list of objectives for each activity carried out over the current reporting period.

Activity: Trained new Peer Mentors to help in classes across the campus

On-Schedule Activity Objectives

CDP Goal 2. Providing an academically supportive environment for underrepresented students. Objective 2.1. By Fall 2019, SJSU will increase the freshman to sophomore retention for URM frosh by 12%.

CDP Goal 2. Providing an academically supportive environment for underrepresented students. Objective 2.2. By Fall 2019, SJSU will increase the 6-year graduation rate of URM frosh by 12%.

CDP Goal 2. Providing an academically supportive environment for underrepresented students. Objective 2.3. By Fall 2019, SJSU will increase the 5-year graduation rate of URM upper division transfer students by 12%.

Activity: Trained faculty and staff in new ways to interact with students in the classroom

On-Schedule Activity Objectives

CDP Goal 3. Improve delivery and integration of academic and co-curricular support services for students to enhance student success and improve retention and graduation rates. Objective 3.3. By Fall 2015, we will implement a Faculty Mentor Program for incoming URM frosh.

CDP Goal 3. Improve delivery and integration of academic and co-curricular support services for students to enhance student success and improve retention and graduation rates. Objective 3.4. By Fall 2017, we will coordinate our student success programs & provide a one-stop shop about student success programs to students, advisors, and faculty.

CDP Goal 3. Improve delivery and integration of academic and co-curricular support services for students to enhance student success and improve retention and graduation rates. Objective 3.2. By Fall 2019, we will implement block scheduling for all incoming URM frosh.

Activity: Created a Project Succeed office and resource center. Strengthened oversight for Peer Mentors.

On-Schedule Activity Objectives

CDP Goal 3. Improve delivery and integration of academic and co-curricular support services for students to enhance student success and improve retention and graduation rates. Objective 3.4. By Fall 2017, we will coordinate our student success programs & provide a one-stop shop about student success programs to students, advisors, and faculty.

Activity: Purchase of software licenses for improving the Faculty/Staff mentor program and student success

On-Schedule Activity Objectives

CDP Goal 3. Improve delivery and integration of academic and co-curricular support services for students to enhance student success and improve retention and graduation rates. Objective 3.3. By Fall 2015, we will implement a Faculty Mentor Program for incoming URM frosh.

CDP Goal 3. Improve delivery and integration of academic and co-curricular support services for students to enhance student success and improve retention and graduation rates. Objective 3.4. By Fall 2017, we will coordinate our student success programs & provide a one-stop shop about student success programs to students, advisors, and faculty.

Section 4: Budget Summary

Category	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	$0.00	$0.00	$290,142.19	$0.00	$0.00	$0.00	No
Fringe Benefits	$0.00	$0.00	$93,724.19	$0.00	$0.00	$0.00	No
Travel	$0.00	$0.00	$7,764.69	$0.00	$0.00	$0.00	No
Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Supplies	$0.00	$0.00	$30,059.85	$0.00	$0.00	$0.00	No
Contractual	$0.00	$0.00	$78,140.65	$0.00	$0.00	$0.00	No
Construction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Endowment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Other	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Total	$0.00	$0.00	$499,831.57	$0.00	$0.00	$0.00	

Budget Narrative

There were a few reasons we did not expend funds at the expected rate. First and foremost, both SJSU and Research Foundation use a different fiscal year than the one laid out by the grant; therefore, by the end of the fiscal year (9/30/2016), there were still items in accounts payable that were paid out the following couple months. This includes release time for faculty and staff on the grant for Fall 2016. The creation of the First Year Experience (FYE) is ramping up, but not at the speed we were hoping. As noted earlier in the APR the mandate around the 120 unit baccalaureate degree works against SJSU's goal of a strong FYE program.